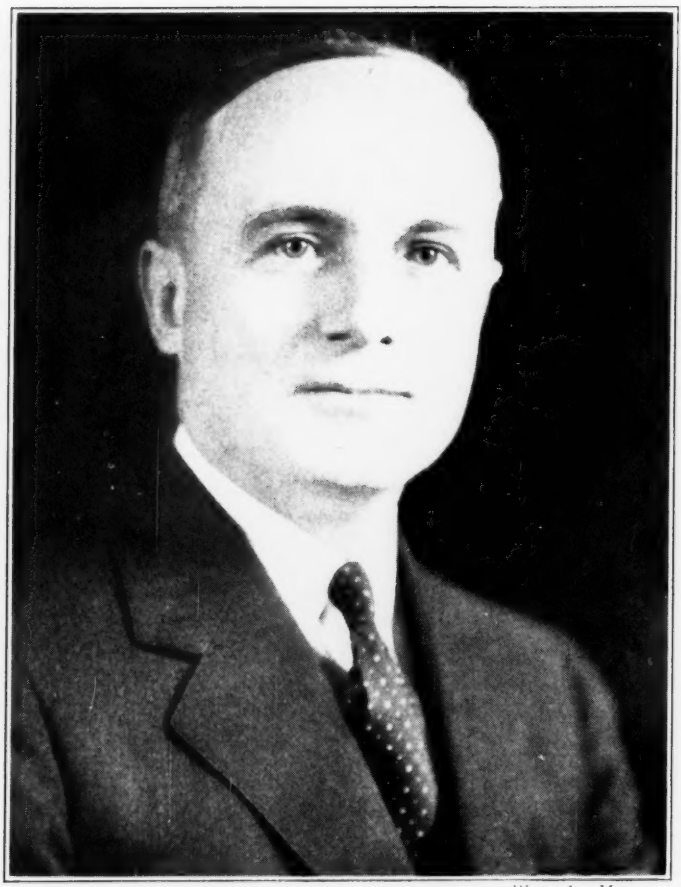


Photo by Morgan

RAYMOND WALTERS

Dean of Swarthmore College, Recently Appointed President of the University of Cincinnati

THE STATUS OF THE REGISTRAR IN THE STANDARD FOUR-YEAR DENOMINATIONAL COLLEGE

G. E. Hickman, M.A.

Registrar, Midland College, Fremont, Nebraska

Recently the writer made a questionnaire study of the status of the Registrar in the small denominational college. There is such a wide variation in the methods and practices of the various institutions, that it was felt that such a study might be of special interest to many registrars and other administrators. Inasmuch as very little research has been done in this particular field, there is a general lack of information regarding the work of this necessary and important official.

Two important and valuable studies have been made relative to this same subject. O'Rear in 1925 made a careful study of 72 state colleges and normal schools in the United States. In 1926 Leonard, Evenden, O'Rear and others of Columbia University made a complete and exhaustive survey of 14 denominational colleges in the United Lutheran Church in America. However, the former study is of a different type of school than discussed in this article and the latter includes a study of only 14 colleges of one denomination and is a comprehensive survey of all the activities of each college, merely including the work of the Registrar. The American Association of Collegiate Registrars has also published many short articles dealing with various problems of the college and the registrar, but these are usually on specific duties connected with the work. Consequently there seemed to be a distinct field for research concerning the status of the Registrar in the small colleges of all denominations in the United States. Following is a résumé of the findings of this study.

Three hundred thirteen questionnaires were sent to as many registrars in the United States. This was to prac-

tically all the small colleges as listed in "Patterson's" Directory of the United States. There was a gratifying response considering the method used and the length of the questionnaire. One hundred fifty-four questionnaires were returned, of which twenty-four were unusable for various reasons. One Registrar stated that this was the one hundred second questionnaire he had filled out that year. However, he further stated that he was glad to return this particular one because of the nature of the problem and the simplicity of the questionnaire itself.

Some interesting facts are brought out from these returns. In the New England states and the East there are a large number of nonsectarian, private, special and technical schools and very few denominational colleges. However, originally many of these schools were denominational, but as endowments increased and aims and purposes changed, they changed to the former type. Many of these are state supported, or are supported by tuition and private endowment. In the southern states there are separate schools for men and women, blacks and whites, and because of the division, the schools are small and have taken the place of the small denominational college. The Rocky Mountain section is sparsely settled and there are only nine four-year denominational colleges in that region. Most of the schools are state schools supported by taxation. Therefore the study practically reduced itself to the great region known as the North Central district and Pennsylvania. There are many denominational colleges in this region, due largely to the type of people living there. Many of them came to this country because of religious ideals and principles, and because of those, started and fostered the church college. Pennsylvania has the largest number, with twenty-nine, and Ohio has the next largest number, with twenty-two. The nineteen Catholic schools included in the study are widely scattered, but are found mainly in the cities.

Of the one hundred thirty colleges returning questionnaires, twenty are Baptist, seven Brethren, two Congrega-

tional, seven Christian, nineteen Catholic, two Episcopal, one Evangelical, five Friends, one Interdenominational, one Latter Day Saint, twelve Lutheran, two Mennonite, twenty-five Methodist, two Nazarene, twenty-one Presbyterian, two Reformed Church in America, and one Seven Day Adventist. The Methodists and Catholics are well represented wherever denominational colleges are strong, and show the most general distribution. The Baptists and Presbyterians are strong in the South, while the Lutherans are especially strong in the North Central district and Pennsylvania.

As to enrollment, the Methodists take the lead with an average of 758. Only 34.6% of the colleges have an enrollment of 500 or over; 65.4% have less than 500 enrollment. The average enrollment is 454. The smallest individual enrollment is 60, and the largest 3,130. The enrollment has a direct bearing on the duties and status of the Registrar, as will be brought out later in this discussion.

The size of the faculty varies directly as the enrollment, as would be expected. The Methodists again lead with an average faculty of 49. The smallest is held by the Brethren, with an average of 15. The smallest individual faculty is 8, and the largest is 180. The general average is 33. The average number of students per faculty member is 14.

In studying the matter of salaries, we find that the average salary of professors in all colleges is $2,598. The largest salary is paid by the Episcopalians with an average of $4,000, and the smallest by the Nazarenes with an average of $1,337.50. The largest individual salary is $5,000, and the smallest, $1,325. So it seems that the salary corresponds quite closely with the enrollment and the size of the faculty. The salaries of associate professors are correspondingly lower than the professors, with an average of $2,263.77. Likewise, the salaries of the instructors are lower, averaging $1,710.

The number of months covered by the annual salaries is interesting and important because it may determine the total income for the year. The members who receive their

salaries for a nine months' period may have an additional income during the balance of the year. The largest number of months for which salary is earned is given by the Nazarenes and the Latter Day Saints, both with twelve. The smallest number is for nine months, reported by several denominations. The average number of months for all colleges reporting is ten.

Of the 108 Registrars reporting on the question of sex, 82 are males and 26 females; 79% of the males and 46% of the females are part-time Registrars. This shows that most of the males who are employed as Registrars have other duties, including teaching and administrative. Likewise, most of the females are full-time and usually do not have the combination of duties required of the males. This has an important bearing on the data mentioned later in this article. This also accounts for the higher salaries and greater responsibilities, of the part-time male registrar.

The average age of the full-time registrar is 38, and the average of the part-time registrar, 41.56 years. The average age of the males is 43.74 years, and that of the females 36.82 years. The average age of all registrars is 40.28 years. The oldest registrar is 66 years of age, and the youngest is 23. The conclusion is that the average registrar is a person old enough to command and merit respect.

Of the 108 registrars reporting on the question of family, 76 are married. Seventy-two of these are males and only 4 females. Of the 32 who are unmarried, 10 are males and 22 are females. There are 160 children in the families of the 76 married registrars. Fifty-nine families have children, and 17 do not. The largest family has 9 children, two others have 8 each. The average number of children in the families having children, is 2.71. Based on the entire number of married registrars reporting, the average family is reduced to 2.19 children. This shows that the family of the average registrar is comparatively small.

Practically every combination of titles and duties is found in one college or another. This ranges all the way

from the President, Vice-President, Dean, Secretary, Head of Department, Instructor, down to Librarian, Tennis Coach, and even teacher of Archeology. The official title of practically all the registrars is *Registrar*. Sixteen of these are also Dean, 8 Treasurer, 26 Secretary, and 7 Examiners.

The salaries are listed according to whether the Registrar is full-time or part-time. The part-time Registrar receives a larger salary than the full-time, because of the additional duties and responsibilities he usually carries. Because of these administrative and teaching duties, much of the routine work of the office is done by assistants. The Registrar whose work is combined with higher administrative responsibility is paid a higher salary than the Head of the Department. The highest full-time salary is $3,800, and the lowest $1,200. The highest part-time salary is $5,500, and the lowest $1,200. The wide range is due to various combinations. The average annual salary of the full-time Registrar is $2,184. The average salary of the part-time Registrar is $2,855. The number of months the Registrar works ranges from 9 to 12, with an average of 10.7. From the above figures, we see that the average salary of the part-time Registrar is $257 higher than that of the professor.

The vacations range from none to three months, with an average of 4.6 weeks. There is some variation as to the time of vacation. These are scattered for the most part through the summer because of the teaching and administrative duties of the most of the Registrars. A few full-time Registrars take their vacation in the Fall during the slack season. One Registrar alternates with another administrative officer and takes every other summer for vacation.

Of the 119 returns on the question of preparation, all except one have a high school education or its equivalent. Of the 102 reporting on a college education, 92 have received this advanced preparation ranging from one to 8½ years, with an average of 3.81 years. Fifty-two have taken com-

mercial training, 38 special training, 11 have had training in Registrars offices, while 14 have taken Registrars' courses in various universities. The period of special training ranges from 10 days to 6 years, with an average of 2.3 years. There is a total of 121 Bachelors' Degrees, of which 90 are the A.B. The Masters' Degree is a close second with 76, including one honorary degree. Sixty-eight of these are M.A. degrees. Twenty-six hold Doctors' degrees, of which 17 are Doctor of Philosophy. A large number report more than one degree. Mose of the Registrars with higher degrees are part-time teachers or administrators.

Seventy-three Registrars report that their tenure of office is permanent, 25 not so permanent, and 41 fairly so. However, eight seem to be in doubt. Only one seems to be dissatisfied, as indicated by an emphatic "I hope not" after the question in regard to permanency. The longest experience reported was 36 years, and the shortest ½ year, with an average of 7.23 years. Three report an average of 25 years each. The average length of time in present position is 6.97 years. These figures indicate a general tendency to permanent tenure.

In regard to rank, 99 of the Registrars are listed as teachers, with an average teaching load of 10.17 hours per week. The greatest number of hours taught is 21, and the least is two hours. All the Registrars except five, attend the faculty meetings regularly, and 86% of these take an active part. One hundred twenty-one are ranked as equals by other officers and teachers. One rates himself as superior to these. Only in a very few instances are Registrars rated as inferiors, and that only in the case of full-time Registrars in very small colleges, where they are simply recorders.

The committee plan of administration is very generally used in these colleges. One hundred seventeen Registrars report that they serve on committees. A few report that they serve on no committee, while one reports serving on 14. The average number of committees served is 3.91. Five Registrars are on every committee the college has.

The study lists 56 separate and distinct committees. The largest number, 53, are on the committee of admission, entrance and classification of students; 47 on bulletin, catalog and publicity committee; 35 on the course or curriculum committee; and 25, 19, 19, and 18 on the advanced degree, scholarship, registration, and schedule committees, respectively. These seem to be the most important committees, but in addition, 43 are on the property committee, 26 on the administrative, and 16, 16, 15 and 10, on the employment, athletic, discipline, and library committees, respectively.

One hundred two of the colleges belong to the American Association of Collegiate Registrars, which evidences a professional attitude. These memberships are taken out by the college on the recommendation of the Registrar. Only 23 attend the National meetings regularly, and 44 occasionally because of the expense and lack of time. Sixty-eight reported that their State has a State Association and 57 have membership therein. Eighty-four colleges belong to accrediting agencies or associations. The reasons for others not belonging are given as lack of endowment, and failure to meet the requirements and standards. One reported no desire to belong. Other accrediting agencies besides the various regional associations are the State Universities, State Departments of Education, United States Bureau of Inspection and the Carnegie Foundation. Fifty-seven colleges belong to State Organizations, 49 to the North Central Association, and 81 to the American Association of Colleges. Others belong to various associations found in their own region. These organizations engender a spirit of cooperation and mutual understanding, as well as maintaining standards and requirements, which make for greater efficiency and advancement.

Sixty-five of the Registrars have more than one full-time assistant. All but five have either part-time or full-time assistants. In many instances, the part-time help is furnished by students. The average number of full-time as-

sistants is 1.65. The range is from none to 8. The largest number of part-time assistants is 15, with an average of 2.1. The assistants are employed in various ways. Where the wage is by the hour, they receive from 25 cents to 50 cents per hour. In other cases they are employed by the month, with a range of $30 to $125, and an average of $83.57. Another group pays on an annual basis, the highest being $1,250 and the lowest $50, with an average of $397.69. In the case of the full-time assistants, the salary is naturally better. The highest salary paid is $1,800 and the lowest is $160 per year. The average is $1,222.98.

Many of the Registrars do not have a separate annual budget, but their expense is figured in with the general budget. Of those who do use the budget system, the largest is $11,000 and the smallest is $100. There is wide difference here because of the different items included in the budget. Some include salaries and some do not. Eighty-five per cent of the Registrars report that they are not seriously handicapped because of lack of funds in the office. Others reported that they suffer from lack of funds because "we are a denominational college." However, there seems to be a general need for more modern equipment. Many complain because "their needs are neither seen nor understood" by those in authority.

The reports on labor and time-saving devices are very interesting. There are 55 different devices in use. Practically all the offices are equipped with the following devices: typewriters, some kind of filing system, some kind of calculating machine, a duplicator of some kind, and in most cases, several varieties of small devices such as rubber stamps and the like. There is a general desire for more equipment, better equipment, and more space.

Over one-half of the Registrars desire that forms be standardized as to essential information, at least. This would minimize the work of the Registrar, avoid misinterpretation by students and other Registrars, and would provide the maximum amount of assistance to students in

transferring from one institution to another. Forms would differ somewhat according to local conditions and standards, but the essential data would be uniform. This would not kill individuality. Only four schools use the standard transcript form recommended by the American Association of Collegiate Registrars.

Ninety-one of the institutions use card systems, which vary widely. Nineteen use book systems, 45 use the loose leaf system, and 16 the envelope system. Thirty-three use two systems and four use three. This is largely on account of changing from one system to another. Most of the Registrars feel that the card system is the most desirable.

Eighty-seven Registrars agreed to send samples of forms used in the office. Several neglected or forgot to do this. Several refused. Thirty-eight usable sets of forms were received, and among these are found many and varied kinds and styles. Each institution seems to have its own individual variety. There is a wide diversity among the forms in regard to size, shape and items of information. Many of the forms do not contain all the essential information recommended by the American Association of Collegiate Registrars. There is a wide difference in regard to grading systems, admissions requirements, catalog descriptive titles, and length of term. The transcript forms vary widely and many do not contain all the necessary items as set down by the American Association of Collegiate Registrars.

There are many different grading systems in use in the various colleges; 81.6% of the colleges use the letter system of grading. Each one uses a key for interpreting the letters. The passing grade ranges from 60 to 80 per cent. A conditional grade ranges from 50 to 70 per cent. The most common passing grade is 70 and the most common conditional grade is 60. A few colleges use the figures, 1, 2, 3, 4, instead of letters; 87% of the institutions use the letters A, B, C, D, E, F, and I, with some modifications. The letter A stands for the highest grade, F for failure, and I for incomplete. The letter E stands for condition. Some

colleges do not use the letter E because they have no condition as a final grade. Only three use the plus or minus signs after letters in recording the final grades. Others use these signs in making out term grades, but do not put them on the books. Two colleges use the letters E, S, M, I, F, with modifications. One of these uses M plus, M, and M– for degrees of medium. Another college uses the letters E, S plus, S, P plus, P, C, I, F, W. Another college uses E, G, F, P, Con., U, Inc. One college uses just two marks, one for passing and one for failing. Many institutions use the quality point system of evaluating scholarship.

Many laymen have the feeling that the work of the Registrar is very simple and easy, with a few duties such as registration once each semester, grades to be taken care of occasionally, and a few transcripts to be sent out. On the contrary, the duties are very complicated and are large in number. The reports from the questionnaire show that there are a total of 84 different and distinct duties performed by the Registrar. Thirty-six of the most important duties are enumerated by O'Rear and the American Association of Collegiate Registrars. Seventy-one per cent of the Registrars perform all 36 duties as laid down by our National organization. No one duty is performed by all the registrars, and only two by 98% of them. These two are: maintaining a file of Admission records and supplying transcripts of students' records. Ninety per cent of the Registrars perform 13 duties as follows: 1. Admit students to school by certificate. 2. Allow correct amount of credit for work done in other schools. 3. Maintain a file of advanced standing records. 4. Keep a record of withdrawal records. 5. Advise students. 6. Maintain student academic records. 7. Check the academic standing of students. 8. Secure permanent record of student grades. 9. Distribute reports on student grades. 10. Permit the removal of delayed, incomplete, or deficient marks. 11. Check students for graduation. 12. Prepare statistical data. 13. Handle the mail pertaining to the office. The duty per-

formed by the least number of the Registrars is that of keeping a record of the presence of the instructors. Only 24 do this. It is possible that the value of this duty is underestimated.

In conclusion we may say that the typical Registrar is a man, 43 years of age, married, and has a family of two children. He is a high school graduate and holds in addition, a Bachelor's and a Master's degree. His work as Registrar is combined with that of the Head of a College Department or with that of one of the administrative officers. He is interested in his work as a Registrar, professionally, and not as a mere side line. His work is part of a necessary combination of duties which falls to the lot of most administrators in small denominational colleges. He has the confidence of his fellow teachers and administrators and his opinion is relied upon in important matters of administration. He has a permanent tenure of office and holds one of the most important and vital positions in the college. He is considered the equal of the other officers and heads of departments from the standpoint of preparation, experience, responsibility, efficiency, salary, and tenure.

PRELIMINARY PROGRAM OF THE TWENTIETH CONVENTION OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

Chicago, Illinois — April 19, 20, and 21, 1932

Headquarters: Stevens Hotel

ORDER OF SESSIONS

April 18, Monday

8: 00–10: 00 P. M.

Pre-registration of Delegates and Informal Reception, West Assembly Room, Stevens Hotel

Meeting of the Executive Committee, 8: 30 P. M.

April 19, Tuesday

9: 30–12: 00 A. M.

GENERAL SESSION

South Ball Room, Stevens Hotel

MR. R. N. DEMPSTER, Johns Hopkins University, *Presiding*

OPENING OF THE CONVENTION

The Address of Welcome — President Walter Dill Scott, Northwestern University.

"Some Recent Changes in Secondary Education in Russia, Germany, and Italy" — Professor I. L. Kandel, Columbia University.

"Some Recent Developments of the Pennsylvania Study" — Dr. W. S. Learned, The Carnegie Foundation for the Advancement of Teaching.

"Can Success or Failure in Engineering Colleges Be Predicted in Advance?" — Mr. H. H. Armsby, Missouri School of Mines.

Report of the Committee on Educational Research — Mr. R. M. West, University of Minnesota.

2: 00–5: 00 P. M.

SECTIONAL MEETINGS

Stevens Hotel

Section A. Representatives of Universities, Professional and Technical Schools. (South Ball Room.) Mr. G. P. Tuttle, University of Illinois, *Presiding.*

Section B. Representatives of Liberal Arts Colleges. (North Assembly Room.) Mr. Carey E. Melville, Clark University, *Presiding.*

Section C. Representatives of Teachers Colleges and Normal Schools. (Dining Room No. 2.) Mr. W. E. Wagoner, Ball State Teachers College, *Presiding.*

Section D. Representatives of Junior Colleges. (Dining Room No. 1.) Mr. Charles S. Wilkins, John Tarleton Agricultural College, *Presiding.*

7: 00 P. M.

INFORMAL DINNER

North Ball Room, Stevens Hotel

MR. R. N. DEMPSTER, *Presiding*

"Reorganization of the University of Chicago" — Professor George A. Works, Dean of Students and University Examiner, University of Chicago.

"From Capetown to Cairo by Automobile" (Illustrated) — Dr. Joseph T. Singewald, Jr., Professor of Economic Geology, The Johns Hopkins University.

April 20, Wednesday

9: 00–11: 30 A. M.

GENERAL SESSION

South Ball Room, Stevens Hotel

DR. C. F. ROSS, *Presiding*

"Some Comments on the Various Forms of Organization of Elementary and Secondary Education" — Professor Charles H. Judd, University of Chicago.

"The Registrar's Annual Report — an Educational Audit" — Mr. Fred E. Nessell, George Washington University.

"Some Recent Moves to Liberalize College Education" — Dr. Fred J. Kelly, Office of Education, Washington.

"Classification of High Schools" — Mr. W. S. Hoffman, Pennsylvania State College.

Report of the Nominating Committee and Election of Officers.

Luncheon at the University of Chicago.

1: 30 P. M.–2: 15 P. M. — A Conducted Tour of the Campus.

2: 45 P. M. — Buses Leave for a Tour of McKinlock Campus.

7: 30 P. M. — Chicago by Night and Chinatown Tour.

April 21, Thursday

9:00–12:00 A. M.

Sectional Meetings in the Stevens Hotel

Section A. Representatives of Universities, Professional and Technical Schools. (South Ball Room.) Mr. G. P. Tuttle, University of Illinois, *Presiding.*

Section B. Representatives of Liberal Arts Colleges. (North Assembly Room.) Mr. Carey E. Melville, Clark University, *Presiding.*

Section C. Representatives of Teachers Colleges and Normal Schools. (Dining Room No. 2.) Mr. W. E. Wagoner, Ball State Teachers College, *Presiding.*

Section D. Representatives of Junior Colleges. (Dining Room No. 1.) Mr. Charles S. Wilkins, John Tarleton Agricultural College, *Presiding.*

1:30 P. M.

BUSINESS MEETING

South Ball Room, Stevens Hotel

Question Box.
Committee Reports.
Business Session.
Adjournment.

CONVENTION COMMITTEES

Local Arrangements

Mr. Roy W. Bixler, *Chairman*.....University of Chicago
Mr. Ernest C. Miller.....University of Chicago
Miss Katherine George.....Northwestern University
Mr. B. J. Steggert.....Loyola University
Miss Agness J. Kaufman.....Lewis Institute

Registration and Introduction

FACULTY OF GRAND SLAM UNIVERSITY

Mr. C. P. Steimle, Chancellor, *pro tem*.Michigan State Normal College
Mr. Ezra L. Gillis.....University of Kentucky
Mr. H. H. Armsby.....Missouri School of Mines
Miss Jennie M. Tabb.....Farmville State Teachers College
Miss Carrie Mae Probst.....Goucher College
Mr. J. A. Gannett.....University of Maine
Dr. K. P. R. Neville.....University of Western Ontario
Mr. R. M. West.....University of Minnesota

Mr. Thomas J. Wilson, Jr. .....University of North Carolina
Mr. C. E. Friley.....A. and M. College of Texas
Mr. G. P. Tuttle.....University of Illinois
Mr. Ernest C. Miller, Acting Registrar.....University of Chicago
Miss Louise Fletemeyer, Acting Asst. Registrar.University of Chicago

Transportation

Miss Agness J. Kaufman, *Chairman*.....Lewis Institute
Mr. Enock C. Dyrness.....Wheaton College
Mr. John F. Cherf.....St. Procopius College
Miss Marie J. Meloy.....Lake Forest College

Nominations

Miss Edith D. Cockins, *Chairman*.....Ohio State University
Mr. H. H. Caldwell.....Georgia School of Technology
Mr. E. J. Mathews.....University of Texas
Mrs. Lelia G. Hartman.....University of Cincinnati
Miss Carrie Mae Probst.....Goucher College

Resolutions

Mr. Wilbur F. Kerr, *Chairman*.....Princeton University
Mr. G. L. Harrell.....Millsaps College
Mrs. Clara Downs Hayes.....Bowdoin College

Auditing

John C. Hoekje, *Chairman*.....Western State Teachers College
Miss Alice L. Thrasher.....Drury College
Mr. Allen J. Moon.....William Jewell College

Office Forms and Filing Equipment

Mr. H. H. Armsby, *Chairman*.....Missouri School of Mines
Mr. R. E. McWhinnie.....University of Wyoming
Mr. F. B. Lee.....Kansas State College
Mr. A. H. Larson..Eastman School of Music, University of Rochester
Miss Katherine George.....Northwestern University

Question Box

Mr. Donald M. Love, *Chairman*.....Oberlin College
Miss Theresa M. Renner.....Blackburn College
Miss Bethana McCandless.....Grinnell College
Mr. H. A. Drescher.....Hibbing Junior College
Miss Georgia Martin.....University of Wisconsin

Fixed Expenses

Informal Dinner, Tuesday Evening	$2.50
Luncheon, Wednesday Noon, at the University of Chicago	.75
Transportation to the University of Chicago and to McKinlock Campus and Back to Hotel	.50
Chicago by Night and Chinatown Tour, Wednesday Evening	1.00

(If dinner is desired, it may be secured in Chinatown for $1.00 extra.)

General Information

Registration Fee — $2.00.

West Ball Room of Hotel to be used for Exhibits.

West Assembly Room for Registration.

Private Dining Room No. 8 — Office for Typing and Mimeographing.

Private Dining Room No. 9 — Headquarters for Local Committee.

Private Dining Room No. 10 — Headquarters for Officers of the Association.

Private Dining Room No. 11 — General Committee Meeting Room.

Desks in the corridors for information and for validation of certificates.

EXAMINATION FOR FOREIGN STUDENTS WHO WISH TO ENTER EDUCATIONAL INSTITUTIONS IN THE UNITED STATES

Under the Immigration Act of 1924 an alien not included in the quota of his country may enter the United States upon a visa if his sole purpose be to study at a secondary school, college or university approved by the Secretary of Labor. This visa may be issued by an American Consul upon the presentation of a certificate of admission issued by the American educational institution at which the applicant wishes to study. After the adoption of this law the number of applicants for the privilege of pursuing studies in the United States increased very rapidly; and the College Entrance Examination Board received a number of requests for the establishment of an examination which would test the ability of foreigners to understand and use the English language sufficiently well to study with profit in the United States. These requests culminated in the following resolution adopted by the American Association of Collegiate Registrars at its meeting in December, 1927:

WHEREAS, It is required that a certificate of admission be furnished to a non-quota immigrant student prior to his admission to the United States, and difficulties have arisen both in defining the exact knowledge of the English language required for admission and in determining the ability of the student in this respect; be it

Resolved, That the American Association of Collegiate Registrars request the College Entrance Examination Board to consider the addition to their service of a special examination designed to test the ability of a foreign student in such use of the English language as is required for attendance by an American collegiate institution, and to offer this examination to prospective foreign students in connection with their regular June examinations.

This resolution was presented to the Board at its meeting in April, 1928, and the following Commission was appointed to consider the proposal to establish an examination in English for foreigners:

Chairman, PROFESSOR ADAM LEROY JONES, Director of Admissions, Columbia University.
DOCTOR CLAUDE M. FUESS, Instructor in English, Phillips Academy, Andover, Mass.
MR. J. WILSON HOBBS, Junior Master in English, Public Latin School, Boston, Mass.
MR. RALPH S. MINOR, University Examiner, University of California.
DOCTOR KENNETH B. MURDOCK, Assistant Professor of English, Harvard University.
MR. DAVID A. ROBERTSON, Assistant Director, American Council on Education, Washington, D. C.
MR. IRA M. SMITH, Registrar, University of Michigan.
MR. EDWIN B. STEVENS, Registrar, University of Washington.

At its meeting in April, 1929, the Board authorized the preparation of an examination to assist American universities, colleges, and scientific schools in judging the ability of applicants from foreign lands to undertake with reasonable hope of success college courses conducted in the English language. It was hoped that educational institutions in the United States by using this examination would be in a position to dissuade from a long expensive and fruitless journey students who were certain to be unsuccessful because of an inadequate knowledge of English.

In view of the importance of having the examination conducted efficiently and in a manner to command the respect of those who should come in contact with it the Executive Committee of the Carnegie Endowment for International Peace at its meeting on February 10, 1930, voted an allotment for the purpose of financing the examination until its usefulness and importance should be generally recognized.

In the spring of 1930 the Chief of the Division of Intellectual Coöperation of the Pan American Union suggested that this examination should be held not only in countries natives of which were required by the immigration laws of the United States to procure student visas but also in non-quota countries and particularly in Latin America. With the assistance of the Pan American Union examination

centers were established in the principal countries of South America and Central America.

Excellent courses in English are given at many educational institutions outside of the United States and the British Empire, and if is far from the wish of the College Entrance Examination Board to discourage the acceptance of certificates issued by such institutions. It is the hope, however, of those interested in this examination that in the absence of satisfactory evidence of proficiency in English American colleges will make use of this examination. The papers written at the examination will be graded by the Board and transmitted to the colleges that the students wish to enter. The colleges will thus be able to judge for themselves whether or not the applicants have sufficient mastery of English.

The examination has now been held twice: in 1930 it was held on April 9 and 10 and in 1931 on April 15 and 16. It will be held again on April 13 and 14, 1932.

The candidates taking the examination in 1930 and 1931 are classified according to residence in the following table:

	1930	*1931*
Argentina	0	2
Belgium	8	16
Bulgaria	0	1
China	7	5
Czechoslovakia	0	1
France	1	3
Germany	1	5
Greece	0	1
Hungary	1	1
Italy	4	5
Japan	0	3
Latvia	1	1
Lithuania	1	2
India	0	1
Paraguay	0	3
Poland	3	2
Syria	1	2
Roumania	2	0
Russia	0	84

	1930	*1931*
United States	0	1
Not Stated	1	0
Total	30	139

In April, 1932, the Board expects to hold examinations in the following centers:

ARGENTINA, Buenos Aires
AUSTRIA, Vienna
BELGIUM, Brussels
BOLIVIA, La Paz
BRAZIL, Rio de Janeiro, Sao Paulo
BULGARIA, Sofia
CHILE, Santiago
CHINA, Canton, Chengtu, Harbin, Peipgin, Shanghai, Wuchang
COSTA RICA, San Jose
CUBA, Havana
CZECHOSLOVAKIA, Prague
FRANCE, Paris
GERMANY, Berlin, Munich
GREECE, Athens, Salonica
GUATEMALA, Guatemala City
HONDURAS, Tegucigalpa
HUNGARY, Budapest
ITALY, Naples, Palermo, Rome
JAPAN, Tokyo
JUGOSLAVIA, Zagreb
KOREA, Pyengyang
LATVIA, Riga
MEXICO, Mexico City
NICARAGUA, Managua
PALESTINE, Jerusalem
PARAGUAY, Asuncion
PERU, Lima
PHILIPPINE ISLANDS, Manila
POLAND, Krakow, Warsaw
RUSSIA (U. S. S. R.), Moscow
SYRIA, Beirut
TURKEY, Smyrna, Stamboul
URUGUAY, Montevideo

It is of interest to note that up to the present time the examination has been taken chiefly by students wishing to pursue graduate courses. The Commission for Relief in Belgium requires all applicants for its American fellowships to take this examination. In 1931 when the Russian Government wished to make arrangements whereby a group of engineering students might complete their education in American schools of technology the students were required by the institutions concerned to take the Board's examination in English.

PENNSYLVANIA HIGHER EDUCATION STATISTICS

ALAN BRIGHT

Registrar of the Carnegie Institute of Technology

Alan Bright, Registrar of the Carnegie Institute of Technology, Pittsburgh, in a paper before the College and University Section at the annual meeting of the Pennsylvania State Education Association in Pittsburgh, December 29, 1931, presented the following interesting facts concerning the institutions of higher learning in Pennsylvania:

The land occupied by the collegiate institutions of Pennsylvania approximates 5,000 acres.

Separate buildings used for dormitory and instructional purposes approximate 700.

Individuals engaged in college teaching approximate 7,000, of whom 5,000 are devoting full time to teaching work.

The aggregate endowment for higher education is over $90,000,000.

The income from endowment, student fees, and State appropriations approximates $40,000,000.

The value of grounds and buildings approximates $148,000,000.

The value of equipment and instructional apparatus approximates $21,000,000.

The total resources in higher education approximate $300,000,000.

During the college year 1930-31, 52,857 full-time and 19,610 part-time students registered in undergraduate courses.

Approximate enrolments in the order of size are as follows: arts and sciences, 20,000; education, 13,000; business administration, 8,000; engineering, 6,400; domestic sciences, 1,400; and music, 1,300.

Approximately 16,000 full-time students come to Pennsylvania from other parts of the United States and its possessions.

Every state in the Union is represented in enrolment, including the District of Columbia, Alaska, the Canal Zone, and the island possessions of Porto Rico and the Philippines.

Students in the number of 423 are enrolled from 59 different foreign countries.

Pennsylvania students enrolled in higher institutions east of the Mississippi number 9,401.

THE RANKING SYSTEM IN OBERLIN COLLEGE

D. M. Love

Assistant Dean and Registrar of Oberlin College

The General Problem

To grade attainment in any endeavor is to determine the objectives which are to be sought, and to rate the various efforts as they produce results near to, or far from those objectives. Either a percentage grading system, running from zero to one hundred, or a grading system based on letters running from F to A is built upon the assumption that perfection and excellence are predetermined and that new aspirants to academic success are evaluated according to the apparent affectiveness of their efforts toward the attainment of an absolute, already set by their elders and betters. If any considerable number of teachers in any one subject could come to agreement as to what constitutes "A" work or "100 per cent" work, the vindication of the absolute standard would be made very much easier. It is a demonstrable fact, however, that the widest variations exist between standards of excellence within departments and even within sections of the same course taught by different teachers. There is of course the classic instance reported by Dr. Ben D. Wood of Columbia. A teacher reading papers for the College Entrance Examination Board, in order to have an objective standard to assist him in grading the papers allotted to him, wrote out his own set of answers to the questions. This paper was in some way confused with the papers written by students and, when read by another examiner, was failed outright. Dr. Daniel Starch of the University of Wisconsin ("Educational Measurements," Chapter II) cites the case of one paper in English graded by one hundred forty-two teachers whose marks varied from 65% to 95%. Eighteen teachers marked the paper 70% or lower, and fourteen marked it 90% or higher. Such variations occur not only in subjects where

differences in taste and opinion might be supposed to justify them as in literature and social science, but also in branches as factual and highly systematized as mathematics and physical science. A case in point is found in the further report of Dr. Starch on a mathematics paper graded by one hundred and eighteen teachers whose estimates of its value ranged from 28% to 90%. A fanciful suggestion for the remedy of this difficulty would be to allow each teacher to set his own standard of excellence and submit grades accordingly which should then be subject to revision according to the rating of that particular teacher as a high or low marker. A fearless examination of standards has led to the conclusion that the older assumption of an absolute standard, set up by each teacher for himself, to apply in his particular subject or department but not necessarily in any other, is at best open to serious question. This article is concerned with a discussion of that problem and of the solution which Oberlin offers.

As It Was in Oberlin

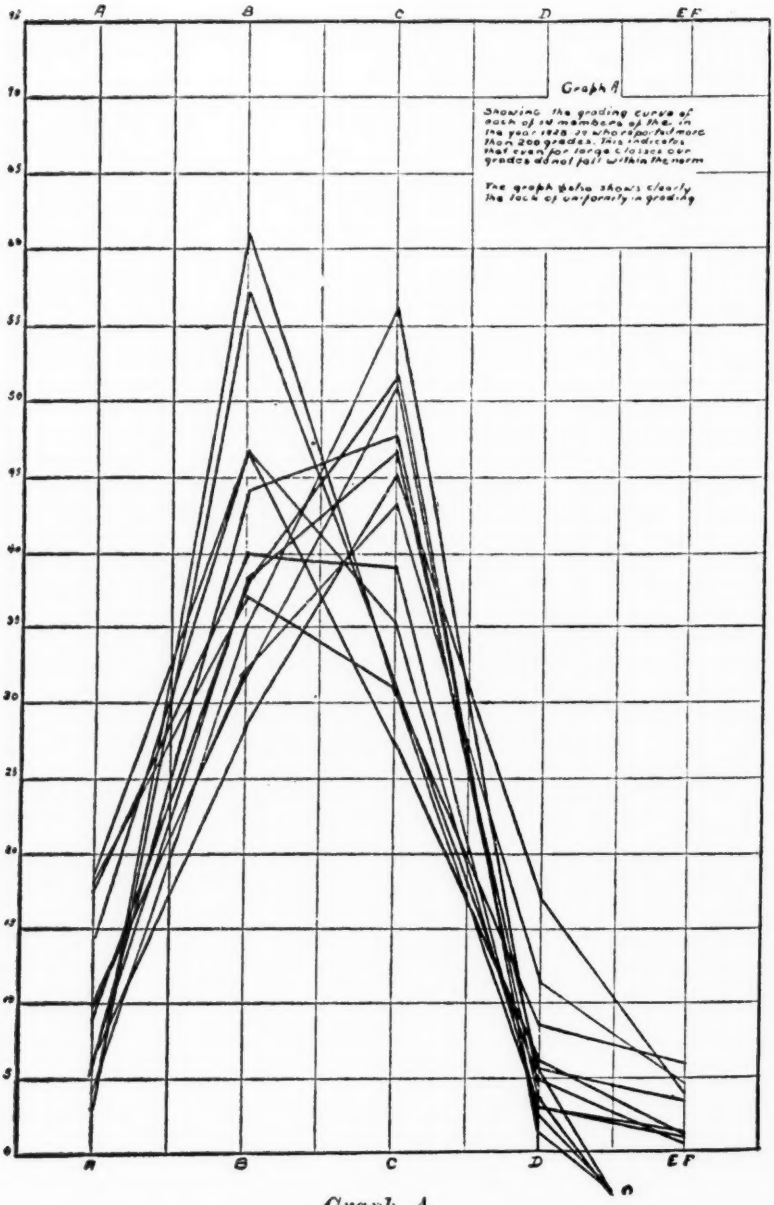
For some years the Oberlin College Faculty faced an annual self-examination to determine how closely its distribution of grades approximated a normal probability curve. This curve indicates that, as a long run tendency, from 0–6% of the grades should be A; 20–30% B; 40–50% C; 15–20% D; 0–6% E and F. No one class was expected necessarily to conform to the curve and any fears that the whole grade distribution was warped to conform to the curve may be allayed by an examination of the actual curve for the five years, 1924-29, which stood as follows: 11.1% A; 39.2% B; 37.6% C; 8.9% D; 2.8% E and F. It is obvious of course at the first glance that half of all the grades given in those five years were A's and B's and that the D grade was used very sparingly. The reluctance with which a teacher gave a D grade grew out of his knowledge that the grade did not count in a major subject and that an excess of D's might put a student out of college. While it is interesting to note that the general trend in the institu-

tion has been toward more lenient marking, it is much more interesting and germane to the present subject to note that there was no uniformity among departments nor even between teachers within a department. More striking still is the fact that a given teacher, varying widely from some of his colleagues in the standard he required, would nevertheless be remarkably consistent in his own practice from year to year. This last item makes it perfectly clear that the lack of uniformity in grading is no mere passing phase but a constant factor in the situation. Further investigation revealed that in a group of forty-eight faculty members whose marks could be studied for a period of eight years (1912-20), almost exactly half were consistently grading on a C mode and the other half on a B mode. That is to say, some teachers year after year gave as many grades above C as below while other teachers gave as many grades above B as below. One teacher was consistently grading on a D mode. The fact that subject, department, size of class, and advanced or elementary character of work had little or nothing to do with this tendency was demonstrated by independent studies. The difference in standard seemed to be almost, if not entirely subjective in character.

Graphs A and B illustrate the tendency for the year 1928-29, first among a group of fourteen teachers who gave 200 grades or more apiece, and second for a group of thirteen teachers each of whom gave less than 50 grades.

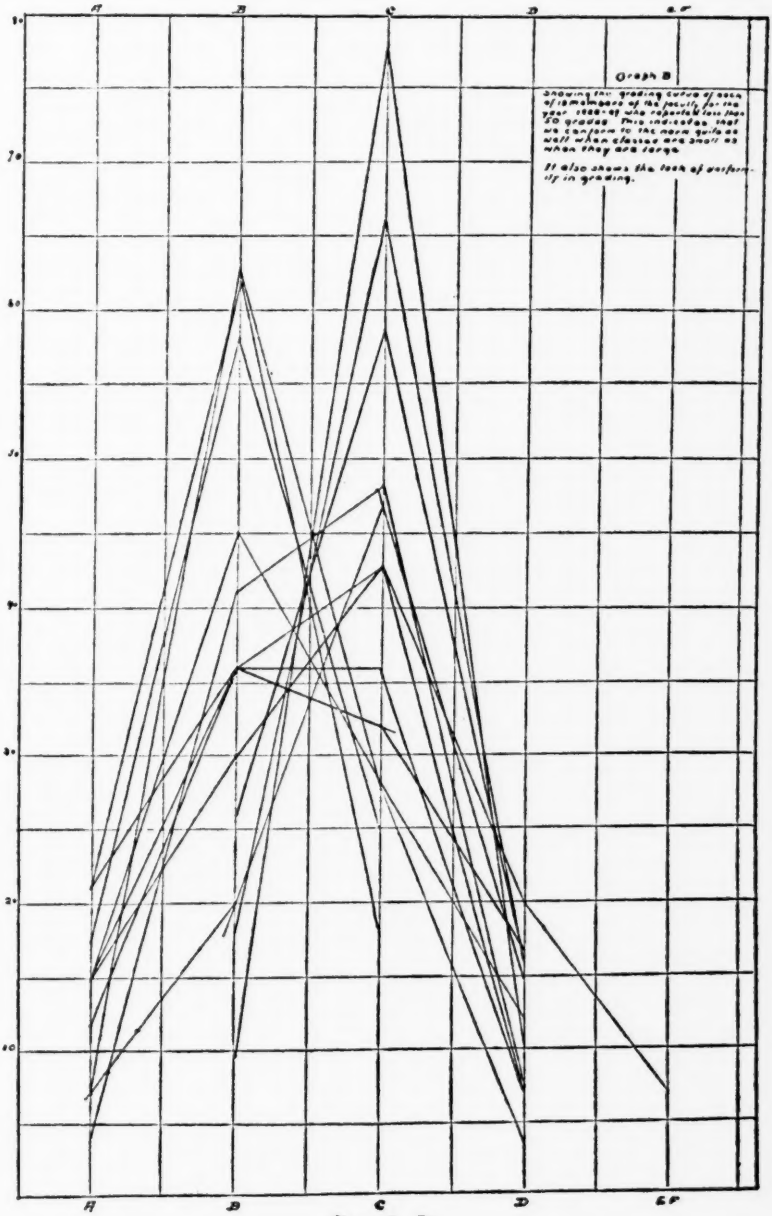
An Absolute Standard

It is almost certain that, if similar graphs were prepared for the same groups of teachers covering their grade distribution for the last ten years, assuming that they have taught that long, the resulting lines would indicate the same tendencies that are apparent for the single year 1928-29. This assumption is made on the ground that there seems to be no reason for thinking that these teachers differ in their attitudes on grading from year to year any more than do the forty-eight teachers whose tendencies for the last ten years were studied. We have then what seems to



Graph A.

Showing the grading curve of each of 14 members of the faculty in the year 1928-1929 who reported more than 200 grades. This indicates that even for large classes our grades did not fall within the norm. The graph shows clearly the lack of uniformity in grading.



Graph B.

Showing the grading curve of each of 13 members of the faculty for the year 1928-1929 who reported less than 50 grades. This indicates that we conformed to the norm quite as well when classes were small as when they were large. This graph also shows the lack of uniformity in grading.

be definite evidence that an absolute standard of academic excellence, determined by each teacher for himself is a most unreliable and uncertain criterion for measuring the work of the institution as a whole or the product of an individual student therein. It requires no great effort of imagination to conceive of two students finally elected to Phi Beta Kappa, the one having expended tremendous effort because his chosen work was graded by those teachers whose standard of attainment was very high, the other having arrived at his goal with comparative ease because his lines had fallen in pleasant places. There is also the more serious possibility of one student being suspended from college while another, of no greater ability or application, manages to secure a degree because he has been either more fortunate in the choice of his instructors or more canny. It is not too much to assume that consistent tendencies on the part of given teachers, extending over a period of years, become fairly well known to students and therefore something of a factor in influencing choice of courses.

The long run tendency toward higher grades exhibited in the data of paragraph 2 led to an evaluating of the work of half of the student body as "superior." This estimate represented an academic Utopia which was highly improbable if not impossible. Nevertheless, thoroughly good systems should not be overthrown merely because they seem too good to be true. A second and much more serious difficulty lay in the fact that there was no uniformity in the application of the system and consequently no such thing as equal pay for equal work. The Utopians lived side by side with hard-headed realists and the poor student found his currency sadly depreciated as he moved from teacher to teacher or from department to department.

A Relative Standard

Mr. Albert Beecher Crawford, Personnel Officer at Yale University, in an article published in *School and Society*, August 16, 1930, describes literal grades as "Rubber Mi-

crometers'' and presents the following three principles ''upon which measures of achievement should properly be based: (1) that the performance of a representative group sets the most logical standard of scholastic achievement; (2) that any individual's 'mark' should properly represent his relative achievement within such a group, and (3) that equal relative achievement, as thus judged, should receive equal credit, whether in the same or different subjects of study.'' It will be observed that Mr. Crawford selects as the most defective point in the old system, the determination of a standard of excellence. He rejects the absolute standard based upon the teacher's judgment of what a student or class ought to achieve, and accepts a relative standard based upon the actual performance of a representative group. It may be argued that the teacher's standard was inevitably derived from his experience with the performance of some good student or class, but his memory of that ideal performance may not be accurate, and he may not avail himself of every opportunity to check his standard with subsequent achievements some of which will be sure to establish new records. It is, therefore, proposed to let the group set its own goal and to rate the achievements of its members by this group-determined standard. In any one class the ''representative-group'' will obviously be the class itself. In a larger sense the standard-determining body will be the whole college, made up of classes large and small, advanced and elementary, in all subjects, taught by teachers of varying experience and judgment. The college record of any individual student will be the composite of his positions at different times in the college body of which he is a member, in respect to the ideal standard which that particular student generation has set for itself. This is the essence of the new ranking system adopted for Oberlin College.

How the System Works

While the detail of the system is properly a matter of administrative concern, the student body will perhaps be

interested in knowing exactly what takes place in the process of computing the final estimate of their work.

The Teacher's Estimate

In the first place, the instructor continues to make use of literal or percentage grades or any other devices, during the course of the semester, as a means of advising students of their progress and of informing the Dean of possible failures. At the end of the semester the teacher, first of all, assigns letter grades as formerly to the work of any graduate students in the class. He then prepares two lists for each class, the first containing the names of those students whose work is incomplete, conditioned, or failed. There is absolutely no change in the procedure for students in this group. The second list contains a distribution of passing undergraduate students, those whose grades would formerly have ranged from A to D inclusive. Instead of assigning letter grades to these students, however, the instructor simply ranks them in the order of their achievement, giving first place to that student whose work is the best in that particular class. The simplest possible case would be that of a group of 25 passing students ranked in regular order from 1 to 25. Naturally the situation in any particular class is seldom so simple. Let us suppose that the instructor finds the first student in the class without difficulty, but is unable to distinguish any important difference betweent the next three students who would normally have occupied ranks 2, 3 and 4. These three students all receive a rank of 3, the median position of their group, and the next student in the class a rank of 5. Similarly, provision is made for handling ties at any point on the scale. If in any extreme case the 25 students in a given class were considered indistinguishable by the instructor, each would receive a rank of 12.5.

Special Provisions

There are special problems in the very small class and in the very large class. To eliminate the obvious difficulty in

small classes, no class is considered as less than 15. If the actual number is 6 and the work seems unusually good, all may be grouped near the top, indeed within the first six places of a theoretical class of 15. If the work is of average quality, the students may be grouped in any order from one to fifteen. If the work seems unusually poor, all may be ranked near the lower end of the scale. There is a further provision that, in any class actually numbering 15 or more, five extra places may be added, if, in the teacher's judgment, they are needed to distribute students according to unusually good or unusually poor accomplishment. A good group actually numbering 22 may therefore be considered a group of 27, so that the lowest student would rank 22 among 27 rather than 22 among 22. Eighty per cent of all the classes in the college have 30 students or less.

In Small Classes

A few illustrations may serve to make the matter clearer. Following the tradition of Oberlin's cosmopolitan appeal, we will assume that the forty-eight states come to college.

	Figure I		*Figure II*
1	Massachusetts	1	New York
2	Conenecticut	2	
3	Rhode Island	3	Pennsylvania
4	Vermont	4	
5	Maine	5	
6	New Hampshire	6	Virginia
7		7	New Jersey
8		8	
9		9	
10		10	
11		11	Delaware
12		12	
13		13	Maryland
14		14	
15		15	

In Figure I we will imagine that the six New England states register for a class in Colonial History and do a very creditable grade of work. The teacher ranks his students

all near the top. Connecticut, Rhode Island, and Vermont have tied for second place, and therefore receive the median rank of their group, which is three.

In Figure II the six Middle Atlantic States are represented as students of Westward Expansion, a subject in which they do only an average grade of work. New York, remembering the old Erie Canal days, ranks first. No state seems worthy of second place, but Pennsylvania easily qualifies for third. The others are distributed according to performance throughout the rest of the scale.

	Figure III		*Figure IV*
1		1	California
2		2	Colorado
3		3	Nebraska
4		4	Idaho
5		5	Montana
6		6	New Mexico
7		7	Utah
8		8	Oklahoma
9	Ohio	9	North Dakota
10	Indiana	10	Iowa
11	Illinois	11	Kansas
12		12	Minnesota
13		13	South Dakota
14	Michigan	14	Arizona
15	Wisconsin	15	Oregon
		16	Wyoming
		17	Missouri
		18	Washington
		19	Nevada
		20	Arkansas
		21	Texas
		22	Louisiana
		23	
		24	
		25	
		26	
		27	

In Figure III the five states in the old Northwest Territory are shown to have unwisely undertaken a study of Maritime Law, and to have been handicapped by an inland

complex. It is to be noted, however, that all of these students passed.

In Unusual Classes

In Figure IV, the states west of the Mississippi, numbering twenty-two, do good work in a study of the Frontier and the teacher adds five extra places in order to crowd the class into the well-deserved upper ranks. Four students have tied for first place and have accordingly received a rank of 2½. If these same states had attempted a study of the Tariff it is probable that the teacher would have had to add the five extra places for the unhappy purpose of leaving the ranks 1–5 vacant and placing some students between 22 and 27. This arrangement for additional places is intended of course only for exceptional classes. The standard procedure would be to consider any class of 15 or over as of its actual enrollment.

The Registrar's Part

Turning now to the process in the Registrar's Office, it will be seen that some code is necessary for assembling this information on comparative class ranks. At this point, use is made of the so-called Hull Conversion Table with modifications. It should be remembered that the scores on this table are simply symbols of certain class positions and bear no relation whatever to the more familiar percentage figures running from 1 to 100. Since the table is merely another way of representing the various positions on the probability curve when applied to educational measurement, it is appropriate to explain the derivation and use of that curve. It is an accepted fact in statistical procedure that people differ or vary with respect to any given aptitude, according to a general law. "In any given type of activity most people tend to be of medium aptitude, or near it, on one side or the other. By passing upward or downward from this middle ability, the number of persons at each step gradually grows less and less. At the extremes of great and small ability, there comes at last a point beyond which no persons at all

HULL CONVERSION TABLE*

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
1	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
2	75	75	75	76	76	76	77	77	78	78	79	79	80	80	81	81	81	81	81	81	81	81	81	81	81	82	82	82	82	82	82	82	82	82	82	82
3	69	70	71	72	72	72	73	73	74	74	75	75	76	76	77	77	77	77	77	77	78	78	78	78	78	79	79	79	79	79	79	79	79	80	80	80
4	64	66	67	68	68	68	69	70	71	71	72	72	73	73	74	74	74	74	74	74	75	75	75	75	75	76	76	76	76	77	77	77	77	78	78	78
5	60	62	63	64	64	65	66	67	68	68	69	69	70	70	71	71	71	71	71	72	73	73	73	73	73	74	74	74	74	74	75	75	75	76	76	76
6	56	58	59	60	61	62	63	64	65	65	66	66	67	67	68	68	68	60	69	70	71	71	71	71	71	72	72	72	72	72	73	73	73	74	74	74
7	53	55	56	57	58	59	60	61	62	62	63	63	64	64	65	65	66	67	67	68	69	69	69	69	69	70	70	70	70	70	71	71	71	72	72	72
8	50	52	53	54	55	56	57	58	59	59	60	61	62	62	63	63	64	65	65	66	67	67	67	67	67	68	68	68	68	68	69	69	69	70	70	70
9	47	48	50	51	52	53	54	55	56	57	58	59	60	60	61	61	62	63	63	64	65	65	65	65	65	66	66	66	66	66	67	67	67	68	68	68
10	44	45	47	49	50	51	52	53	54	55	56	57	58	58	59	59	60	61	61	62	63	63	63	63	63	64	64	64	64	64	65	65	65	66	66	66
11	40	42	44	46	48	49	50	51	52	53	54	55	56	56	57	57	58	59	59	60	61	61	61	61	61	62	62	62	62	62	63	63	63	64	64	64
12	36	38	41	43	45	47	48	49	50	51	52	53	54	54	55	55	56	57	57	58	59	59	59	59	59	60	60	60	60	61	61	62	62	63	63	63
13	31	34	37	40	42	44	46	47	48	49	50	51	52	52	53	53	54	55	55	56	57	57	57	57	57	58	58	59	59	60	60	61	61	62	62	62
14	25	30	33	36	39	41	43	45	46	47	48	49	50	51	51	52	52	53	53	54	55	55	55	56	56	57	57	58	58	59	59	60	60	61	61	61
15	15	25	29	32	36	38	40	42	44	45	46	47	48	49	50	51	51	52	52	53	53	54	54	55	55	56	56	57	57	58	58	59	59	60	60	60
16		15	25	28	32	35	37	39	41	43	44	45	46	48	49	49	50	51	51	52	52	53	53	54	54	55	55	56	56	57	57	58	58	59	59	59
17			15	24	28	32	34	36	38	41	42	43	44	46	47	48	49	49	50	51	51	52	52	53	53	54	54	55	55	56	56	57	57	58	58	58	58
18				15	24	38	31	33	35	38	40	41	42	44	45	47	48	48	49	49	50	51	51	52	52	53	53	54	54	55	55	56	56	57	57	57	57
19					15	24	27	30	32	35	37	39	40	42	43	45	46	46	48	48	49	49	50	51	51	52	52	53	53	54	54	55	55	56	56	56	56
20						15	23	27	29	32	34	37	38	40	41	43	44	45	46	47	48	48	49	49	50	51	51	52	52	53	53	54	54	55	55	55	55
21							15	23	26	29	31	33	36	38	39	41	42	43	45	46	47	47	48	48	49	49	50	51	51	52	52	53	53	54	54	54	54
22								15	22	26	28	31	33	46	37	39	40	41	43	44	45	46	47	47	48	48	49	49	50	51	51	52	52	53	53	53	53
23									15	22	25	28	30	33	35	37	38	39	41	42	43	45	46	46	47	47	48	48	49	49	50	51	51	52	52	52	52
24										15	21	25	27	30	32	35	36	37	39	40	41	43	45	45	46	46	47	47	48	48	49	49	50	51	51	51	51
25											15	21	24	27	29	32	34	35	37	38	39	41	43	44	45	45	46	46	47	47	48	48	49	49	50	50	50
26												15	20	24	26	29	32	33	35	36	37	39	41	43	44	44	45	45	46	46	47	47	48	48	49	49	49

HULL CONVERSION TABLE*—*Continued*

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

HULL CONVERSION TABLE*—*Continued*

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
27													15	20	23	26	29	31	33	34	35	37	39	41	43	43	44	44	45	45	46	46	47	47	48	48
28														15	19	23	26	29	31	32	33	35	37	39	41	42	43	43	44	44	45	45	46	46	47	47
29															15	19	23	26	29	30	31	33	35	37	39	40	42	42	43	43	44	44	45	45	46	46
30																15	19	23	26	28	29	31	33	35	37	38	40	41	42	42	43	43	44	44	45	45
31																	15	19	23	26	27	29	31	33	35	36	38	40	41	41	42	42	43	43	44	44
32																		15	19	23	25	27	29	31	33	34	36	38	40	40	41	41	42	42	43	43
33																			15	19	22	25	27	29	31	32	34	36	38	39	40	40	41	41	42	42
34																				15	19	22	25	27	29	30	32	34	36	38	39	39	40	40	41	41
35																					15	19	22	25	27	28	30	32	44	36	37	38	39	39	40	40
36																						15	19	22	25	26	28	30	32	34	35	37	38	38	39	39
37																							15	19	22	24	26	28	30	32	33	35	37	37	38	38
38																								15	19	21	24	26	28	30	31	33	35	36	37	37
39																									15	18	21	24	26	28	29	31	33	34	36	36
40																										15	18	21	24	26	27	29	31	32	34	35
41																											15	18	21	23	25	27	29	30	32	34
42																												15	18	20	23	25	27	28	30	32
43																													15	18	21	23	25	26	28	30
44																														15	18	21	23	24	26	28
45																															15	18	21	22	24	26
46																																15	18	20	22	24
47																																	15	18	20	22
48																																		15	18	20
49																																			15	18
50																																				15

* Numbers in black at the top indicate the number of students in the passing group; numbers in black at the left of the table show rank in the passing group.

are found. This general law has been demonstrated experimentally to hold not only for behavior traits but for anatomical and many other traits as well." (Hull — Aptitude Testing, page 22.) To use the probability curve in measuring attainment in higher education it is necessary to modify it in favor of the higher grade divisions since it is obvious that we are dealing with a selected group. The ideal grade distribution discussed in paragraph 2 of this article is simply an application of the general law of probability modified to fit college performance as observed in a large number of institutions. The Hull Conversion Table to be used in our computations is then based on the modified probability curve. Each possible rank in a class of a given size is represented by some number between 15 and 85 which represents the lowest and highest positions, respectively, in any class.

The Record

The permanent record card in the Registrar's Office is made up as follows: the courses are entered with hours of credit, rank in class, size of class, resulting score as shown by the Conversion Table, and score hours, a mathematical convenience obtained by multiplying the score by the credit hours of that particular course, so that a semester average may later be obtained by adding up the score hours and dividing by the number of hours in the student's schedule. A cumulative average is also carried from semester to semester for the purpose of having up-to-date information as to a student's actual standing and a basis for the award of Sophomore and Junior honors and for the election to Phi Beta Kappa. The semester and cumulative averages also furnish an index for decisions on failure in scholarship calling for formal warning, scholarship probation, or suspension, according to principles determined by the Committee on Failure in Scholarship. Since practically all suspensions are due to actual failure in one or more courses, in addition to low grades in other courses, the ranking system, dealing as it does with passing students only, does not alter the situation very much.

Transcripts

The problem of transferring credits to other institutions is one which calls for special attention. To some graduate schools, and perhaps to some undergraduate departments, the knowledge that a student stood third in a class of thirty or seventeenth in a class of eighteen would be quite as illuminating as the fact that he received a grade of A or D. Other institutions prefer that the transcript be interpreted in the usual terms. The following interpretative statement is sent with all transcripts and all grade reports to parents:

"Passing work in Oberlin College is evaluated on a relative basis. Each student, instead of receiving an absolute grade in letters or percentage figures, is given his rank in the passing group of each class for which he is registered. For each possible rank, in a class of whatever size, a score is assigned. These scores, ranging from 85 to 15, are merely indexes of class ranks, and bear no relation to the more familiar percentage figures. In any given course, the score is multiplied by the credit hours of that course to obtain a partial product called the score hours. The sum of the score hours, divided by the number of credit hours in the student's schedule for that semester, gives his semester average. This semester average is a composite picture of the student's accomplishment in all subjects for that semester, and is therefore much more important than the score in any one course. As it is carried on in a cumulative average from semester to semester, a more and more reliable index of the student's work is secured."

Score	*Scholarship*
85–75	— Excellent
74–55	— Good
54–26	— Average
25–15	— Passing
12	— Conditioned
10	— Failure

This distribution of scores divides the passing group so that in any given class, unless considered exceptional as provided above, there will be 10% Excellent, 30% Good, 50% Average and 10% Passing. Scores for Conditions and

OBERLIN COLLEGE — SCHOLASTIC RECORD

Name — DOE, JOHN Class — 1935

1931-32	FIRST SEMESTER							SECOND SEMESTER						
	Hrs. Cr.	Rank	Among	Score	Score Hours	Sem. Ave.	Cum. Ave.	Hrs. Cr.	Rank	Among	Score	Score Hours	Sem. Ave.	Cum. Ave.
Eng. Comp. 1, 2	3	3	22	73	219			3	5	23	68	204		
Ph. Educ. 1, 2	1	15	28	49	49			1	29	29	15	15		
Math. 3B, 4B	5	1	12	85	425			5	2	15	75	375		
French 3, 4	3	6	20	62	186			3	3	22	73	219		
Chem. 1, 2	4	9	25	58	232	69.43		4	11	23	52	208	63.81	66.62

Failures are included to show how such work enters into the semester average.

It is possible thus to assign a literal equivalent to the score received in any particular class, although it is necessary to point out that only by taking the accumulation of scores to be found in the semester averages and cumulative averages can a true estimate of the student's work be secured. The larger the number of courses elected, the more representative the group to determine the standard by which the work of the given student is measured.

Conclusion

In conclusion it may be well to point out that any system for measurement of educational progress must be an approximation, and can be expected to differ from other systems only in the accuracy of its estimates. A rather large number of studies made by those interested in educational research have revealed the untrustworthiness of an absolute standard and the superiority of a statistical method based upon a group-determined standard of excellence. The appended bibliography is suggestive of the range of material on the subject and of the general interest among educators in working out an improved technique of measurement. The Oberlin faculty undertakes this demonstration of a system which it believes to be an improvement over any system hitherto used. The Oberlin student body participates, to its own advantage, in a progressive educational enterprise.

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EDUCATIONAL RESEARCH PROJECTS

Completed or in Progress in 1930-31 as Reported to Committee on Educational Research

The following projects, reported since the list published in the Spring Number of the BULLETIN, have been arranged according to the classification discussed in that number.

The Committee on Educational Research suggests that each member of the Association keep an office record of the projects for which their records are used by other departments as well as for their own studies in order that their reports may be more complete.

Reports to the Committee should carry the following items of information:

(a) Title or nature of the project,
(b) Name of institution,
(c) Name of individual in charge,
(d) Approximate date of completion, and
(e) If completed, how obtainable.

I. ADMISSIONS AND ADVANCED STANDING.

Credit allowed in colleges of the State of New York on various types of teachers' certificates. Nazareth College.

A study of the college records of students who were in the lowest quartile of their graduating classes. Northwest Association of Colleges and Secondary Schools. Stevens, E. B. *Proceedings of Northwest Association of Colleges and Secondary Schools,* 1931.

An index number for the comparison of secondary schools. The Pennsylvania State College. Hoffman, W. S. *Bulletin of the American Association of Collegiate Registrars,* April, 1931.

The relationship between rank in Pennsylvania high school (in quintiles) with success or failure in college. The Pennsylvania State College. Hoffman, W. S. (extracts in the *Bulletin of the American Association of Collegiate Registrars; School and Society; Pennsylvania State Edu-*

cational Journal; Faculty Bulletin of the Pennsylvania State College).

A study of the undergraduate students transferring to the University of Florida from other institutions of higher learning. University of Florida. Chandler, H. W. *(In Progress 1931-32.)*

A study of admissions to colleges and universities requiring fifteen Carnegie units for unconditional entrance to degree work. University of Florida. Chandler, H. W. Available in mimeographed form (1931).

A study of the records of students admitted to the University of Florida by means of the Minnesota College Aptitude Test. University of Florida. Chandler, H. W. Available in mimeographed form. (1931.)

Relation of the high school program to the freshman's success or failure. University of Washington. Stevens, E. B. (January, 1932.)

Administration of scholastic aptitude tests to high school seniors in Wisconsin in 1929 and 1930. University of Wisconsin. Henmon, V. A. C. and Holt, F. O. *Bulletin of the University of Wisconsin,* No. 1786, General Series No. 1570 (June, 1931).

II. Alumni and Degrees Conferred.

No projects reported.

III. Curriculum.

No projects reported.

IV. Grade Distribution and Grading System.

A uniform marking system. The Pennsylvania State College. Hoffman, W. S. (January, 1930), ten cents.

A study of passes and failures according to department and student classification for freshman and sophomores, first semester, 1930-31. University of Florida. Chandler, H. W. Available in mimeographed form (1931).

A statistical study of teachers' grades given in Western Carolina Teachers College in 1929-30 and summer of 1930.

Western Carolina Teachers College. Allen, C. H. Available (except graphs) in typed form for loan (1931).

Grade Distribution for 1930-31. University of Minnesota. West, R. M. Blue prints available.

V. GUIDANCE.

No projects reported.

VI. ORGANIZATIONS AND PROCEDURE.

A system of permanent records. Antioch College. Dawson, J. D. (1931).

A technique for preparing and duplicating students' records of credits. Utah State Agricultural College. Bell, W. H. Typed copy for loan (June, 1931).

Organization Charts: Registration Procedure. University of Minnesota. Pettengill, T. E. Blue prints available (1932).

VII. SCHOLARSHIP STUDIES—SPECIAL GROUPS.

An analysis of freshman college chemistry grades with reference to previous study of chemistry. Marquette University. Herrmann, G. A. *Journal of Chemical Education*, Vol. VIII, No. 7 (July, 1931).

An analysis of the records (personal and academic) of five liberal arts classes and the advanced standing students entering during a four-year period. Northwestern University. Clark, E. L. (1932).

An analysis of the relationship existing between college grades and load carried by students in the summer session. University of Buffalo. Deters, Emma E. Typed copy available for loan.

Performance of junior college students at the University of Texas. University of Texas. Mathews, E. J. Available in mimeographed form (1931).

Correlation between average yearly grades and intelligence ratings of ninety normal students. Western Carolina Teachers College. Allen, C. H. Available in typed form for loan (1929).

VIII. STUDENT MORTALITY.

A study of student mortality in the College of Arts and Sciences of the University of Buffalo. University of Buffalo. Jones, E. S. (1931).

Freshman mortality in the Johnson C. Smith University covering the period 1925-1930. Johnson C. Smith University. Adams, S. H. (1931).

IX. MISCELLANEOUS.

An internal survey. Clark University (Ga) Brawley, J. P. (1931).

Statistical and Analytical Report for 1930-31 of the University Registrar to the Chancellor of the University of Buffalo. University of Buffalo. Deters, Emma E. *Annual Report of the Chancellor to the Council of the University of Buffalo,* (1931).

The University of South Carolina: its status. University of South Carolina. Chase, J. A., Jr. (1932).

Growth in enrolment at the University of Minnesota, 1920-21 to 1929-1930. University of Minnesota. West, R. M. *Bulletin of the University of Minnesota.* XXXIV., No. 46 (August 27, 1931).

Committee on Educational Research:

J. P. MITCHELL, *Stanford University,*
K. P. R. NEVILLE, *University of Western Ontario,*
F. L. KERR, *University of Kansas,*
J. M. SMITH, *University of Michigan,*
R. N. DEMPSTER, *Johns Hopkins University,*
R. M. WEST, *Chairman, University of Minnesota.*

PERSONALS

Millard E. Gladfelter, M.A., Registrar of Temple University, announces his marriage, on December 29, 1931, to Miss Martha Gaut.

Miss Joy Secor was recently appointed Registrar of Smith College. She is a graduate of Carleton College and received the degree of Master of Arts from Columbia University. Before coming to Smith College in 1925 she was Assist Professor of English and Dean of Girls at Berea Colleg Berea, Kentucky.

At the inauguration of President H. P. Rainey of Bucknell University, Dr. Herbert A. Allison of Susquehanna University was the representative of the American Association of Collegiate Registrars.

President V. C. Kays of the State Agricultural and Mechanical College of Jonesboro, Arkansas, announces the conversion of the institution during the past year from a junior to a senior College.

The Editor has received a number of letters in connection with his paper on Graphical Methods of Presenting Statistical Data as published in Volume 7, Number 2. At the suggestion of the writers he asks that members of the Association send him copies of distinctive methods of graphical representation for inclusion in a follow-up paper at a later date.

The *Educational Business Manager and Buyer* of November, 1931, contained an article entitled "Coördinating the Business Office and the Registrar's Office" by Mr. J. B. Speer, Registrar and Business Manager of the State

University of Montana. President C. H. Clapp of the State University of Montana can furnish a limited number of reprints.

Mr. Roy W. Bixler, Registrar of the University of Chicago, writes as follows:

> The Stevens Hotel has been chosen as the meeting place of the convention to be held in Chicago on April 19, 20, and 21.
>
> The Stevens advertises as "The World's Greatest Hotel." It has 3,000 rooms at rates of $3.00 and upward for one person and $4.50 and upward for two persons. It is situated on Michigan Boulevard, between seventh and eighth streets, overlooking Grant Park and Lake Michigan.
>
> By making a reservation early, we have been able to secure a splendid arrangement of meeting rooms with ample space for an attendance of 300 or more. Chicago will welcome you.

The Registrars of the Teachers Colleges of Michigan, have an informal organization which meets to discuss problems peculiar to teachers' colleges. The winter meeting was held at Ypsilanti with Mr. C. P. Steimle acting as host and chairman.

The University of Wisconsin has recently issued a bulletin which contains the Report of the Administration of Scholastic Aptitude Tests to High School Seniors in Wisconsin in 1929 and 1930. The report was prepared by V. A. C. Henmon and F. O. Holt of the University. It is a very comprehensive report and most interesting to those engaged in admission of college students.

Officers elected by the Colorado-Wyoming Association of Registrars for the coming year at the fall meeting of that association on November 10, 1931, at Colorado College in Colorado Springs, Colorado, included Dr. A. C. Nelson of

the University of Denver, president; Mr. S. J. McCracken of the Colorado Agricultural College, vice-president; Mrs. Mary M. Wilkerson of the Colorado School of Mines, secretary-treasurer.

The Association is hopeful that the 1933 meeting of the A. A. C. R. may come to some point in the Rocky Mountain region, Denver and Colorado Springs having been suggested.

The American Council on Education with the financial aid of the General Education Board has been able to prepare a new edition of *American Universities and Colleges* which has been out of print for over a year. I enclose a brief summary of the chief features of the volume. It may be of interest to your readers to know where up-to-date information of this kind can be found. The book is particularly valuable to those who need to refer to the exact title and detailed regulations of the various standardizing agencies. The accurate figures of property resources and budget for the 521 institutions are of special interest in this time of financial stress.

While the Council has no financial interest in the sale of the book, we should be glad to see it reach its maximum usefulness. The price of $4 has been made possible by a subvention from the General Education Board in order to bring the book within the reach of those interested in education.

A GAIN FOR CINCINNATI

An experienced and distinguished educator of the Philadelphia district has decided to transfer his talents elsewhere. Dr. Raymond Walters, for eleven years dean of Swarthmore College, has been elected president of the University of Cincinnati.

This is recognition for a versatile genius, for Dr. Walters has a varied experience in the schools and elsewhere. His earliest work was in the newspaper profession and he

has served on the staff of this newspaper. His talents and attainments are practical as well as scholarly. He did notable service during the war, he is interested in the fine arts and is an enthusiast for athletics. He has written two books and done valuable work in research.

He takes to his new office, therefore, a well-rounded experience and the abilities of a man of parts. His appointment is an honor to Dr. Walters, a distinct gain for Cincinnati and an indubitable loss to Swarthmore and Philadelphia.—*Editorial in the Philadelphia Public Ledger, March 9, 1932.*

The Editor will be glad to receive announcements and personal items for inclusion in the "Bulletin."

EMPLOYMENT SERVICE

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars* and should be sent to the Editor in care of the *Office of the Registrar, State College, Pennsylvania.*

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, two dollars. Additional insertions at the regular rate. Extra space will be charged five cents a word.

In printing these advertisements the Association assumes no obligation as to qualifications of prospective employees or of responsibility of employers.

In making this page available to those seeking personnel and to those seeking employment the American Association of Collegiate Registrars expects that at least some reply will be made to all those answering announcements.

POSITION WANTED: Age 29. Married. Bachelor's University of Arkansas; Master's University of Minnesota, major education. Six years principal high school and Registrar junior college, director summer session. Fellowship, Registrar's office Minnesota one year. Address replies to C. S. Kilby, 1765 W. Minnehaha St., St. Paul, Minn.

POSITION WANTED: Oberlin College Graduate desires position as Assistant Registrar or other Administrative position. Address reply to "A," care of Editor of the Bulletin of the A. A. C. R., Registrar's Office, State College, Pa.

POSITION WANTED: Registrar's or other administrative office. Employed in Registrar's and Dean's office three years; secretarial and statistical experience. Graduate work at University of Chicago. Please reply to "B," care of the Editor of the Bulletin of the A. A. C. R., Registrar's Office, State College, Pa.

POSITION WANTED: Registrar's, Admissions, or other administrative office. A.B. Connecticut College; major Mathematics. Four years in Registrar's and Admissions Office; secretarial and recording experience. Please reply to Miss Mary A. Crofoot, Connecticut College, New London, Conn.

POSITION WANTED: College graduate desires position as Assistant in Registrar's office, or recorder, or secretarial work in University office. Several years' experience in Dean's office, President's office, as Assistant Registrar. Registrar in two colleges of Central states. Address reply to "D," Editor A. A. C. R. Bulletin, Registrar's Office, State College, Pa.

ADVANCEMENT WANTED: Age 32. Married. Employed six years in present position as state teachers college registrar enrolling two thousand yearly. Former school superintendent. Bachelor's degree and graduate work in administration. Address reply to "C," care of Editor of the Bulletin of the A. A. C. R., Registrar's Office, State College, Pa.